

Implementing Scientific Approach of 2013 Curriculum at KTSP-Based School for Teaching Present Continuous Tense

Fajar Sodik *, M. Sayid Wijaya

UIN Raden Intan Lampung

Email: fajarsodik994@yahoo.com

Abstract. *In teaching learning process, there are a lot of students have difficulties in learning English, especially grammar. The students' mastery in grammar at SMP Taman Siswa Teluk Betung is also still low. Therefore, the objective of the research is to know the influence of using scientific approach in curriculum 2013 towards students' mastery in present continuous tense at the eighth grade of SMP Taman Siswa Teluk Betung in the academic year of 2015/2016. In this research, the writer used quasi experimental design by employing control group pretest-posttest design and also conducting tryout to get a good instrument. The population of this research was all students at eighth grade of SMP Taman Siswa Teluk Betung which consisted of 130 students in four classes. The writer took two classes as the sample by using cluster random sampling. In the experimental class the writer used scientific approach in curriculum 2013, whereas in the control class the writer used grammar translation method. Each class received the same pretest and posttest. There were five meetings in each class during the research, including one meeting for pretest, three meetings for treatments and one meeting for posttest. In collecting the data, the writer used test in the form of multiple choice question. The data was analyzed by using Mann-Whitney U, because the data were not in normal distribution. Based on the result of the hypothesis test that is computed by using non-parametric statistics, Mann-Whitney U, it can be seen that the Pvalue (sig)= .000 and $\alpha = 0.05$. It means that H_a was accepted and H_o was rejected. It can be concluded that there was influence of using scientific approach in curriculum 2013 towards students' mastery in present continuous tense at the eighth grade of SMP Taman Siswa Teluk Betung.*

Key words: Curriculum 2013; Grammar Translation Method; present continuous tense; quasi experimental design; Scientific Approach

* The corresponding author

A. INTRODUCTION

People are social creature. People who live in society need to communicate with other people who have different cultures and languages. There are so many languages in the world. Almost every country has different language. It could not be imagined that if there is no a unifier language. It will be difficult to communicate when two people who have different languages, cultures and countries meet in one place.

Nowadays, English is the most language which used by the people who has different language and country. So, English is not only as a tool of communication, but also as a unifier of the people in the world. English is easier for the people to communicate with other people who have different cultures and languages. The relationship between one country and another is possible to run well because the communication is running well too.

Most of the countries are including English as a compulsory lesson in the school. Harmer (2001: 3) states that the reasons that many countries take English as a compulsory lesson are because of some factors like economics, travel, information exchange, and popular culture. In this case, it is reasonable if the generation of a country have to mastering English well.

In Indonesia, English is a compulsory lesson. Indonesian government considers that English is important. It can be known from the English as one of the national exam lesson. Sadtono in Saukah's book (2003: 3) states that English has been taught in Indonesia since from early of Indonesia's freedom. It indicates that Indonesia has a big aim in teaching English for Indonesia's students. Further, on the identification of the function from the curriculum 1994 and curriculum 2001, the purpose of teaching English in Indonesia is to absorb and develop science, technology and art, and also to increase international relationship (Harmer, 2001: 4). The development of science, technology and art dominantly came from the

western countries, almost of those countries use English as a national language. It will be difficult from Indonesia in developing science if the Indonesia's generations are not mastering English, because the international literatures also written in English.

As well as distinguishing spoken from written language modes, we need to distinguish productive and receptive language skills. Speaking and writing involve producing language, i.e. retrieving language knowledge from memory and activating the relevant motor skills programs to produce sounds, or letters on paper or a computer screen. Listening and reading involve processing sounds or letters and matching that information with language knowledge stored in memory (Coleman & Klapper, 2005: 55). Each skill is integrated one to another. All of skills are important and it must be taught to the student. In English, there are receptive and productive skills, the receptive skills are listening and reading and the productive skills are speaking and writing. The word "productive" means that the learners can make their own words, and it must be correct grammatically. Grammar is the term which refers to the rules or principles by which a language works, its system or structure (Brinton, 2000: 7). Without grammar, the objective of the language as a tool of communication will be difficult to be achieved.

Nowadays, grammar especially in present continuous tense is still a difficult material for students, especially based on preliminary research aimed at knowing the condition briefly and the teaching learning English which was conducted at eighth grade of SMP Taman siswa Teluk Betung Bandar Lampung in 2015/2016. It can be seen that most of the students had difficulties to understand grammar; one of them was present continuous tense.

Based on The data given, it can be seen that the students' score of present continuous tense were still low, because there were 82 from 130 students 63% who did not passed the criteria of minimum mastery yet. Utami, the teacher of

eighth grade, said that she used three phases technique in teaching learning. She only gave explanation of the material and did not let the students practice. She also said that the most difficulties aspect which faced by the students in learning English was about vocabulary and grammar. It was reasonable because the teacher only gave formula about tenses, and then gave the example. They do not know how to use the language in the real situation or in the context.

Based on the problem, the writer assumes that the students need an approach which makes them easier to understand the material. They also need more practice than listening to the teacher's explanation only. The writer is sure that scientific approach of curriculum 2013 will be good to teaching grammar, especially in present continuous tense.

Curriculum 2013 is based on the character education. Abidin (2014: 125) said that scientific approach in teaching learning is a teaching learning based on scientific approach which is oriented to develop the student's ability to solve the problem by using integrated inquiry activities which demand to have a critical thinking, creative, to increase the students' understanding. In this research, the writer will use five steps of scientific learning in *kurikulum 2013* in teaching learning. The five steps are observing, questioning, associating, experimenting, and communicating.

In correlation with teaching grammar, especially in teaching present continuous tense, scientific approach in curriculum 2013 became a good method in teaching English especially in grammar because the students do not only listen to the teacher's explanation, but also they can explore their self by using features in scientific approach.

Based on those Explanations. The purpose of the research is to know whether there is Influence of Using Scientific Approach of Curriculum 2013 Toward

Students' Mastery in Present Continuous Tense at the Eighth Grade of SMP Taman Siswa Teluk Betung in the Academic Year of 2015/2016.

B. RESEARCH METHOD

This research was used quasi-experimental design. In experimental design, the writer used quasi-experimental research design. Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment (Creswell, 2012: 309). The writer selected two classes, one class was experimental class and another class was control class

Ary, Jacobs and Sorensen (2010: 207) state that the variety of quasi-experimental designs, which can be divided into two main categories, there are pretest- posttest, and posttest-only. In this research, the writer used pretest-posttest. The writer did pretest in control and experimental group. After that, the writer gave treatment both two groups. The experimental group was given treatment by using scientific approach in curriculum 2013 and for control group was given treatment by using grammar translation method.

The population of this research was all students of the eighth grade of SMP Taman Siswa Teluk Betung Bandar Lampung which total number of population was 130 students, which distributed into of 4 classes.

In this research, the writer did some steps in research procedure, first, determining the subject, the first step in conducting this research was determining the subject. The subject was eighth grade of SMP Taman Siswa Teluk betung Bandar Lampung which consisted of three classes, but the writer took two classes only, one for experimental class and one for control class. Second, determining the instrument of the research. the writer determined the instrument that was used in this research. The instrument was about the test that was used in pre-test and post-

test. Third, conducting try out. Try out was important, because it had an objective to know how effective of the test before used in collecting data. It was could be identified based on the result of the validity and reliability of the test. Fourth, conducting pre-test. The writer gave pre-test for experimental class and control class. It was done to know students' mastery in present continuous tense before treatment was given to those classes. Fifth, conducting treatment. Treatment was given for experimental class and control class. The experimental class was given treatment by using scientific approach in curriculum 2013 and grammar translation method for control class. Sixth, administrating the post-test. The writer conducted the post test after the treatment had been given. The test was to know the result of the treatment from experimental class and control class. The test was in multiple choice questions with 4 options a, b, c, and d. The total number of the test items were 20. Seventh, analyzing the result of post test. After conducting post test from two classes in experiment and control class, the result of post test was analyzed. In analyzing the result, the writer compared the gain score obtained between experimental class and control class. It was done to know which was better, experimental class or control class. The gain scores obtained between control class and experimental class were compared by using parametric statistics, independent sample T-test.

In analyzing data, the writer used independent sample t-test. Independent sample t-test statistically is to compare two different means from different data and different group. The writer used independent sample t-test. Independent sample t-test statistically is to compare two different mean from different data and different group. In parametric statistics, there are assumption which must be fulfilled, they are normality test and homogeneity test.

Normality test is used to know about the data that has been gotten has normal distribution, so it can be counted in Parametric statistic. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social*

Science) for normality of test. The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. While homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity test.

C. FINDINGS AND DISCUSSION

After collecting the data and analyzed them, the researcher obtained the following data which were discussed further in the findings and discussion of this section of the article.

Findings

The pre-test was administered on October 20th 2015 for both classes. The result of analyzing data in pre-test for experimental class showed that mean was 42 and 38.29 for control class. It showed that the ability of the students in experimental class and control class were still low before the treatment. After giving treatment by using scientific approach in control class and grammar translation method in control class, the result was changed. Based on the post test on November 3rd 2015, the mean of post-test in experimental class was 71.29 and 57.43 in control class. Although the mean of the post-test in experimental class was only 71.29, there was increasing number of the students who pass the CMM. In the pre-test, the student who had passed the CMM was only 1 student. After treatment, the students who passed the CMM was 28 students. It was mean that The mean score in experimental class was higher than in control class.

After knowing the result of pre-test and post-test in both classes, normality test and homogeneity test were calculated by using SPSS (*Statistical Package for Social Science*). Table 1 showed the result the computation by using SPSS for testing the normality of the data in experimental class and control class.

Table 1 Normality Test of the Experimental Class and Control Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	.232	35	.000	.939	35	.051
Control	.147	35	.054	.935	35	.040

Based on Table 1, it can be seen that Pvalue (sig) for experimental class was 0.000 for Kolmogorov-Smirnov^a and 0.051 for Shapiro-Wilk. Pvalue (sig) for control class was 0.054 for Kolmogorov-Smirnov^a and 0.040 for Shapiro-Wilk. The Pvalue (sig) of experimental class was $< \alpha 0.05$, it means that H_0 is rejected and Pvalue (sig) control class $> \alpha 0.05$, it means that H_a is accepted. From the data above, it can be concluded that the data in the experimental class and control class did not had normal distribution.

Based on the data of the normality test, it can be seen that the data in experimental class and control class were not in normal distribution. The writer did not analyse the homogeneity test. The hypothesis test could not be calculated by using independent sample t-test, because the data were not in normal distribution. So, the hypothesis test would be analyzed by using non-parametric statistics, Mann-Whitney U.

Mann-Whitney U is like independent sample t-test, but in non-parametric statistics the data did not need to be in normal distribution. Table 2, demonstrated the result of hypothesis test by using non-parametric statistics, Mann-Whitney U by employing SPSS.

Table 2 the Result of Hypothesis Test

	Value
Mann-Whitney U	264.000
Wilcoxon W	894.000
Z	-4.124
Asymp. Sig. (2-tailed)	.000

Based on the result of the hypothesis test that was computed by using non-parametric statistics, Mann-Whitney U, it can be seen that the Mann-Whitney $U=264.000$ and $P\text{value (sig)} = .000 < \alpha = 0.05$. It means that H_a was accepted and H_o was rejected. It could be concluded that there was influence of using scientific approach in curriculum 2013 towards students' mastery in present continuous tense at the eighth grade of SMP Taman Siswa Teluk Betung.

Discussion

Based on the result of the research, it can be seen that there was influence of using scientific approach in curriculum 2013 towards students' mastery in present continuous tense. From the result of the research, it showed that the result of the post-test in the experimental class was higher than in the control class, not only the mean of the score, but also the amount of the students who had passed the criteria of minimum mastery.

Each class was given pre-test before the treatment. It was done to know the score of present continuous before the treatment. The students in the experimental class were taught by using scientific approach in curriculum 2013 and the students in the control class were taught by using grammar translation method. The treatment was given in three times in each class.

In the last of the research, the post-test was given to the experimental class and the control class. Both of classes was given some questions form. The questions form was different with the question in pre-test, but it had same blueprint. Based on the analysis of the data and testing hypothesis, the result of calculation found that H_a was accepted and H_o was rejected. The mean score of post-test in the experimental class was 71.29 and the mean score of post-test in the control class was 57.43. It can be conclude that scientific approach in curriculum 2013 is a good method to increas the students' mastery in present continuous tense.

Hosnan states that scientific approach gives more understanding to the students to know and understand the material not only from the teacher's explanation, but also from other sources. The students have more understanding about the material because they are not only listen to the teacher's explanation, but also from the each step in scientific approach. They also more easier to understand the material from the practice that is done directly about the material.

The students which was taught by using scientific approach in curriculum 2013 had better score than the students that was taught by using grammar translation method. It was because in curriculum 2013 had some activities based on scientific step that not only helped the students easier in understanding the material, but also helped the students to practice the language directly in the real situation.

Teaching learning in the experimental class which was taught by using scientific approach in curriculum 2013 is also more interactive and the students is more active in teaching learning process. The students is also more interested in following each step of scientific approach, beside they could express their idea in experimenting step, they also could present their idea in front of the class.

Meanwhile, the students that was taught by using grammar translation method had lower score than the students that is taught by using scientific approach in curriculum 2013. It was because teaching activities is focused on in translating mother language into target language. So, when they were given some question that never translate before, they were confused to translate it again.

The activity in teaching by using grammar translation method was translating the sentences and also all the material which is going to be taught has also been translated before, therefore the students are only making the sentences by relating the sentences they made with the teacher's explanation.

According to Richard, Grammar Translation Method means a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose. Typically, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercise are prescribed. But in fact, although they were translate some sentences in present continuous tense, they were still confused and forgot in vocabulary that was used in the sentences that had been translated before. They were also still had difficulties in translating mother language to the target language in present continuous tense, especially in matching subject with *to be*.

To sump up, it can be concluded that scientific approach in curriculum 2013 is better to be used in language teaching, especially in present continuous tense. It is based on the proofes that is supported by the experts and the result of data anaysis from the score from each group.

D. CONCLUSION AND SUGGESTION

The conclusion was derived based on the findings and the discussion, and the suggestion was directed to the teacher, the students, and the future researchers on the same topic.

Conclusion

After conducting the research and analyzing data, the writer gave conclusion as follows: There was significant influence of using scientific approach in curriculum 2013 towards students' mastery in present continuous tense. It was based on the analysis of the data and testing the hypothesis. The result of non – parametric statistics, Mann-Whitney U=264.000 and Pvalue (sig)= .000 < α = 0.05 of calculation, found that H_a was accepted and H_0 was rejected.

It was supported by the mean score of post-test in the experimental class that was given treatment by using scientific approach in curriculum 2013 was higher than the students that was taught by using grammar translation method. It was also supported by the number of the students who had passed the criteria of minimum mastery in the experimental class. Moreover, it can be concluded that scientific approach in curriculum 2013 is better to be used in language teaching, especially in present continuous tense. It is based on the proofes and the result of data anaysis from the score from each group.

Suggestion

Suggestion to the teacher

Based on the research, the writer found that scientific approach in curriculum 2013 is can be used to increase students' mastery in present continuous tense, and also can be used to stimulate students to be active in teaching learning process. It is important, because teaching language it means that the teacher teach how to communicate well. So, the students must be used to use target language. Scientific approach in curriculum 2013 also increase the interrraction between teacher and students. The English teacher should provide interesting activities, to prevent the students from being bored in the class. The English teacher also let the students practice the language, so, teaching learning process is not only focus on write on the board.

Suggestion for the students

The students should studey hard, not only understand about the material, but also understand how to use english in practice. The student also should be active in teaching learning.

Suggestion to the Further Research

In this research is only focus on the influence of using scientific approach in curriculum 2013 towards students' mastery in present continuous tense.

Therefore, it is suggested to the next researcher try to apply scientific approach in curriculum 2013 in other materials or other skills.

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